

# **Project 1**

## *Cash In The Attic*

### **1. PROJECT CONNECTION**

- ▶ **Teaching Components; Project Summary; Instructional Focus; Rigor/Relevance Framework/Project SPS**

### **2. PREREADING CONNECTION**

- ▶ **Magnate Matching**

### **3. READING CONNECTION**

- ▶ **Trump the Donald**

### **4. WRITING CONNECTION**

- ▶ **Financial Careers that make the World Go 'Round**

### **5. MATH CONNECTION**

- ▶ **Property Payments**

### **6. SCIENCE CONNECTION**

- ▶ **Surviving the Apprentice**

### **7. STUDENT ENGAGEMENT CONNECTION**

- ▶ **Extreme Makeover**

### **8. CROSSWALKS**

- ▶ **Outcomes/SPS and FCAT/Essential Work Skills**

## PROJECT CONNECTION

<b>Title:</b>	Take “Stock” in Your Future
<b>Program Area:</b>	Marketing Education
<b>Course Title:</b>	Financial Computing – 8815150
<b>Timeline for Use:</b>	1 <sup>st</sup> grading period
<b>Grade Level:</b>	9 <sup>th</sup>
<b>Duration of Project:</b>	10 – 13 hours
<b>Submitted By:</b>	Jean Harms and Leesa Holloway

### Lesson Summary

Based on financial mogul, Donald Trump, the project takes students through a variety of activities that will deepen their understanding of financial careers, opportunities and skills/traits necessary to be successful in the financial world.

### Instructional Focus

<b>Lesson Topic:</b>	Identify Careers in Finance
<b>Language Arts Strands:</b>	Reading and Writing
<b>Math Strands:</b>	Measurement; Algebraic Thinking; Data Analysis and Probability
<b>Science Strands:</b>	The Nature of Science; Processes of Life

### Rigor/Relevance Framework

**K  
N  
O  
W  
L  
E  
D  
G  
E**

**T  
A  
X  
O  
N  
O  
M  
Y**

Evaluation	6
Synthesis	5
Analysis	4
Application	3
Comprehension	2
Awareness	1

C Assimilation		D Adaptation	
A Acquisition		B Application	

1                      2                      3                      4                      5

Knowledge  
in one  
discipline

Apply in  
discipline

Apply  
across  
disciplines

Apply to  
real world  
predictable  
situations

Apply to  
real world  
unpredictable  
situations

**Project One Student Performance Standards****Outcome # 02.0 DEMONSTRATE EFFECTIVE CUSTOMER SERVICE SKILLS-THE STUDENT WILL BE ABLE TO:**

**Performance Task# 02.04 Access and maintain client records.**

**Outcome # 49.0 IDENTIFY CAREERS IN FINANCE--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 49.01 Identify employment opportunities, requirements for entry and advancement, and career ladders in a variety of finance related occupations.**

**Performance Task# 49.02 Explain duties and responsibilities for the identified positions using current sources of information.**

**Performance Task# 49.03 Identify skills and knowledge needed by finance professionals.**

**Performance Task# 49.04 Identify advantages and disadvantages of working in the finance industry.**

**Total SPS Addressed**

**5**

## **Bibliography**

[http://en.wikipedia.org/wiki/Donald\\_trump](http://en.wikipedia.org/wiki/Donald_trump)

<http://careermag.com/MKT/Content/JS/Channels/AccountingFinance.asp>

## PREREADING CONNECTION

<b>Title:</b>	Magnate Matching
<b>Performance Tasks:</b>	49.01; 49.03
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.A 1.4.1
<b>Essential Skills (e, m, and s):</b>	e52
<b>Rigor and Relevance (quadrant):</b>	A – Acquisition
<b>Instructions to Teacher:</b> Post the vocabulary matching list and definitions on an overhead and allow students to volunteer to match words with their definitions. Next, list the following headings on the board or overhead: Real Estate Magnate, Developer, Television Personality, Entertainment Producer, Casino Owner. Ask each student to write his/her name under the heading in which he or she believes Donald Trump has been most financially successful.	
<b>Instructions to Students:</b> Look over the list on the board and predict which category you believe Donald Trump has been most financially successful and write your name under that heading.	
<b>Instructions for Learning Styles Modifications:</b> Buddy System/Peer Tutoring	
<b>Assessment for Activity:</b> Check for student participation.	
<b>Approximate Length of Time for Activity:</b> 20 minutes	
<b>Materials Needed:</b> Markers	
<b>Resources Needed:</b> Overhead projector	
<b>Activity:</b> Students will review vocabulary about Donald Trump and make prediction about where they feel he has been the most financially successful.	
<b>Attachments:</b> “Don’t Get Stumped with Vocab about Trump!” and answers	

**Don't Get Stumped with Vocab about Trump!**

Match each of the following words with its definition.

- |               |  |
|---------------|--|
| 1. Collateral | A. Industrious, systematic activity, especially when directed toward profit                            |
| 2. Developer  | B. A powerful or influential person, especially in business or industry                                |
| 3. Empire     | C. A person who develops real estate, especially by preparing a site for residential or commercial use |
| 4. License    | D. Of, relating to, or guaranteed by a security pledged against the performance of an obligation       |
| 5. Magnate    | E. Producing abundant works or results   |
| 6. Mogul      | F. A personal name or nickname   |
| 7. Moniker    | G. A very rich or powerful person  |
| 8. Morass     | H. Official or legal permission to do or own a specified thing   |
| 9. Enterprise | I. An extensive enterprise under a unified authority   |
| 10. Prolific  | J. Something that hinders, engulfs, or overwhelms  |

## Vocabulary Answer Key

1. Collateral- Of, relating to, or guaranteed by a security pledged against the performance of an obligation
2. Developer- A person who develops real estate, especially by preparing a site for residential or commercial use.
3. Empire- An extensive enterprise under a unified authority
4. License- Official or legal permission to do or own a specified thing.
5. Magnate- A powerful or influential person, especially in business or industry
6. Mogul- A very rich or powerful person
7. Moniker- A personal name or nickname.
8. Morass- Something that hinders, engulfs, or overwhelms
9. Enterprise- Industrious, systematic activity, especially when directed toward profit
10. Prolific- Producing abundant works or results

## READING CONNECTION

<b>Title:</b>	Trump the Donald
<b>Performance Tasks:</b>	49.03
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.A 2.4.4
<b>Essential Skills (e, m, and s):</b>	e03
<b>Rigor and Relevance (quadrant):</b>	B – Application
<p><b>Instructions to Teacher:</b> Go to <a href="http://en.wikipedia.org/wiki/Donald_trump">http://en.wikipedia.org/wiki/Donald_trump</a>. (If computer lab is unavailable make sure that each student has his/her own copy of the article). An abridged version of the article is attached; it is up to date as of January 2006.</p> <p>Use the THREE TRUTHS AND A LIE strategy for the reading selection. Students read the article individually in preparation for this activity. After reading:</p> <ol style="list-style-type: none"> <li>1. Divide class into groups of 4 or less.</li> <li>2. Assign 1-2 paragraphs of the reading selection to each group.</li> <li>3. Instruct the first group to select and write 3 true facts and 1 lie from their assigned paragraph and hand that paper to group 2.</li> <li>4. Group 2 will identify the lie and re-write it in a true statement. Then select three more facts and one lie and hand this paper to Group 3.</li> </ol> <p>Follow the same procedure until the article is finished. After the class completes the Three Truths and a Lie activity, distribute the FCAT Reading/Extended Response question and allow the students to respond individually.</p>	
<b>Instructions to Students:</b> Follow teacher's oral instructions.	
<b>Instructions for Learning Styles Modifications:</b> Proximity; buddy system/peer tutoring; Questions/Answers; teacher or selected students could read aloud to class or student; individual instruction	
<b>Assessment for Activity:</b> Three Truths And A Lie Rubric, FCAT Reading/Extended Response Rubric	
<b>Approximate Length of Time for Activity:</b> 50 – 60 Minutes	
<b>Materials Needed:</b> Paper, pen/pencil	
<b>Resources Needed:</b> Computers with Internet access, <a href="http://en.wikipedia.org/wiki/Donald_trump">http://en.wikipedia.org/wiki/Donald_trump</a> Web site	
<b>Activity:</b> Students will read about Donald Trump and play Three Truths And A Lie; afterwards, they will individually reflect on what they have learned.	
<b>Attachments:</b> Three Truths And A Lie Rubric, Wikipedia article “Donald Trump,” FCAT Reading/Extended Response Form and Rubric	



## RUBRIC – THREE TRUTHS AND A LIE “Donald Trump”

Student Name: \_\_\_\_\_

	Almost Always	Often	Sometimes	Rarely
	3	2	1	0
Followed game instructions				
“Lies” were not obvious				
True statements, accurate facts				
Writing was legible.				
Reader could easily understand the statements				

**Total Points/ Grade:** \_\_\_\_\_

## Donald Trump

From Wikipedia, the free encyclopedia.

(Redirected from [Donald trump](#))

Jump to: [navigation](#), [search](#)

**Donald Trump**



**Born:** [June 14, 1946](#)  
[New York, New York](#)

**Occupation:** [Chief executive officer](#)

**Net worth:** \$2.7 Billion

**Website:** [www.trump.com](http://www.trump.com)

*For the champion [Australian](#) racehorse, see: [The Trump](#)*

**Donald John Trump, Sr.** (born [June 14, 1946](#) in [Queens, New York](#)) is an [American business executive](#), [founder](#) and [CEO](#) of [Trump Organization](#), mainly involved in American [real estate](#) business.

## Contents

[\[hide\]](#)

- [1 Overview and business](#)
- [2 Background](#)
- [3 Education](#)
- [4 Career](#)
  - [4.1 1980s boom](#)
  - [4.2 Bankruptcy](#)
  - [4.3 Politics](#)
- [5 Television](#)
- [6 Trump University](#)
- [7 Traveling Website](#)
- [8 Family](#)
- [9 Trivia](#)
- [10 Books](#)
- [11 Properties](#)
- [12 Fictional Representation](#)
- [13 References](#)
- [14 External links](#)
- [15 Interview](#)

[\[edit\]](#)

## Overview and business

Donald Trump is most famous for the several [skyscrapers](#) he developed in [Manhattan](#). Starting with [Trump Tower](#), he developed [Trump World Tower](#) along the [East River](#), completed in 2001, and then began construction of the [Trump Place Apartment](#) complex along the [Hudson River](#) that same year. Trump also has an unknown stake in [Trump International Hotel and Tower](#), a 42-story mega-plaza on Columbus Circle in the heart of [New York City](#).

He also has investments in financial assets, including a 34.6% stake in [AdnanCo Group](#), an off-shore [mortgage](#) lender. In late 2003, Trump, along with his siblings, sold their late father's real estate empire to a group of investors that included [Bain Capital](#), [KKR](#), and [LamboNuni Bank](#) reportedly for \$600 million. Donald's 1/3 share was \$200 million, which he later used to finance [Trump Casino & Resorts](#). He remains a major figure in the field of [casino/hotels](#) in the United States and has become notable on American [television](#) for his role on the [reality show](#) *The Apprentice*.

His nickname of "*The Donald*" was given to him by ex-wife [Ivana Trump](#). He is often known as "A Schoolboy's Dream" and "A Competitor's Challenge," as he is rarely afraid of defining the ways of a prolific American business executive, and thus became an example of one. Due to his outspokenness and media exposure, he is an easily recognizable public figure whose distinctive [comb over](#) is the subject of humor by comedians such as [David Letterman](#) and [Regis Philbin](#), who are his close friends. He was even a guest co-host for Regis when [Kelly Ripa](#) wasn't there. He and Regis also sang a duet of "Rudolph the Red-Nosed Reindeer" on Regis Philbin's new Christmas album, *The Regis Philbin Christmas Album*.

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## Background

He was born of [German](#) and [Scottish](#) extraction, the fourth of five children of [Frederick C. Trump](#) (born on October 11, 1905, in [Woodhaven, Queens, New York](#)) and Mary MacLeod (born on May 10, 1912, in [Isle of Lewis, Scotland](#)). Trump's paternal grandparents, Friedrich Trump and Elizabeth Christ, came from [Germany](#), but claimed they were from [Sweden](#) due to anti-[German](#) sentiment at the time. Their original name was "Drumpf", which sounded like "trump" in the outer New York City boroughs of [Brooklyn](#), [Queens](#) and [Staten Island](#).

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## Education

At the age of thirteen, Donald's parents sent him to the [New York Military Academy](#) hoping to channel his energy and assertiveness in a positive manner. Trump attended [Fordham University](#) before transferring to the [Wharton School at the University of Pennsylvania](#). After graduating in [1968](#) with a bachelor's degree in [economics](#), he joined his father's [real estate](#) company. Trump moved to [Manhattan](#) in [1971](#).

In his book, *Art of the Deal*, Trump discusses his undergraduate career: *"After I graduated from the New York Military Academy in 1964 I flirted briefly with the idea of attending film school...But in the end I decided real estate was a much better business. I began by attending [Fordham University](#)...but after two years, I decided that as long as I had to be in college, I might as well test myself against the best. I applied to the [Wharton School](#) of Finance at the [University of Pennsylvania](#) and I got in...I was also very glad to get finished. I immediately moved back home and went to work full-time with my father."*

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## Career

Trump began his career at his father's company, the Trump Organization, and initially concentrated on his father's preferred field of middle class rental housing. In the 1970s he benefited from the financially strained New York city government's willingness to give tax concessions in exchange for investment at a time of financial crisis.

[\[edit\]](#)

## 1980s boom



[Trump Tower](#) on [Fifth Avenue](#), New York City

As a talented dealmaker, he was able to secure loans with little [collateral](#) in the [1980s](#) and created an empire in [real estate](#), casinos, [sports](#), and [transportation](#), becoming something of a [celebrity](#) in the process. He put on front rank boxing cards at his casinos featuring the likes of [Mike Tyson](#) and revelled in the publicity they brought him. His buildings are all characterized by a somewhat satirical [personality cult](#) around himself. The name "Trump" always appears in the name of his buildings (Trump Tower, [Trump Taj Mahal](#), etc.), and often the decor features large letter "T"s in prominent locations. This self promotion also led to criticism and ridicule, most notably by [Spy Magazine](#), which printed unflattering photographs and satirical commentary of Donald Trump and his wife Ivana. The 1980s also saw the brief emergence of an American [cycling](#) stage [race](#), the [Tour de Trump](#) ([1989–1990](#)).

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## Bankruptcy

By [1990](#), the effects of [recession](#) left him unable to meet loan payments. Although he shored up his businesses with additional loans and postponed interest payments, increasing debt brought Trump to business [bankruptcy](#) and the brink of personal bankruptcy. [Banks](#) and [bondholders](#) had lost hundreds of millions of dollars, but opted to restructure his debt to avoid risking losing even more in a court fight. Also in [1990](#), he co-produced the game show [Trump Card](#) in [syndication](#).

By [1994](#), Trump had eliminated a large portion of his \$900 million personal debt and reduced significantly his nearly \$3.5 billion in business debt. While he was forced to relinquish the [Trump Shuttle](#) (which he had bought in [1989](#)), he managed to retain [Trump Tower](#) in [New York City](#) and control of his three casinos in [Atlantic City](#). Chase Manhattan, which lent Trump the money he needed to buy the West Side yards, his biggest Manhattan parcel, forced a sale of the parcel to Asian developers. According to former members of the Trump Organization, Trump did not retain any ownership of the site's real estate - the owners merely promised to give him about 30 percent of the profits once the site was completely developed or sold. Until that time, the owners kept Trump on to do what he did best: build. They gave him a modest construction fee and a management fee to oversee the development. They also allowed him to put his name on the buildings that eventually rose on the yards because his well-known moniker allowed them to charge a premium for their condos.

In [1995](#), he combined his casino holdings into the publicly held [Trump Hotels & Casino Resorts](#). [Wall Street](#) drove its stock above \$35 in [1996](#), but by [1998](#) it had fallen into single digits as the company remained profitless and struggled to pay just the interest on its nearly \$2 billion in debt. Under such financial pressure, the properties were unable to make the improvements necessary for keeping up with their flashier competitors.

In [1999](#) Donald's father Fred Trump, a multi-billion dollar real estate mogul, passed away. Fred Trump, the same man who cosigned Donald's first business loans, also happened to be the man who enabled Donald to escape from the massive financial morass he had created over the decades. Unfortunately, creditors who got stuck with the past losses were not as fortunate. Whereas Donald walked away from his empire unscathed, others were forced to take catastrophic writeoffs and losses even up to 2004 when Trump refused to continue to back his casino. Although Trump boasted he would build a bigger empire than his father, in the end, his father built an empire so large it could even accommodate Donald's most lavish personal losses.

On [October 21, 2004](#), [Trump Hotels & Casino Resorts](#) announced a restructuring of its debt. The plan called for Trump's individual ownership to be reduced from 56 percent to 27 percent, with bondholders

receiving stock in exchange for surrendering part of the debt. Since then, Trump Hotels has been forced to seek voluntary bankruptcy protection to stay afloat.

The [Forbes 400](#) lists his net worth at \$2.7 billion, though Trump himself claims to be worth over \$5 billion. However, on October 26, 2005, the [New York Times](#) published an investigation into the history of Trump's net worth which suggested that the figures stated by Forbes have regularly been several times greater than his actual worth, even though they have been much lower than Trump's own estimates.

[\[edit\]](#)

## Politics

Donald Trump has twice seriously attempted to run for [President of the United States](#). In [1996](#) he ran in the Republican primaries, before dropping out. In [1999](#), Trump quit the Republican Party, in preparation for a presidential campaign as a Reform party candidate [\[1\]](#). Trump eventually decided against running in the [2000](#) campaign.

Trump's political views are largely [centrist](#). He is [pro-choice](#) regarding [abortion](#) and supports [gay rights](#), [Social Security privatization](#), and [tax cuts](#) such as those implemented by [President Bush](#). In 2004, Trump expressed opposition to the [Iraq War](#) but claims to have still voted for Bush due to his tax cut policy. Trump has contributed to both Republicans and Democrats, interestingly having donated slightly more money to Democratic candidates. In the first 6 months of [2005](#) he gave almost \$20,000 to political campaigns, all but \$2000 to [Democrats](#). Senators he has recently supported include [Hilary Clinton](#) and [Chuck Schumer](#) of [New York](#), [Frank Lautenberg](#) of [New Jersey](#) and [John McCain](#) of [Arizona](#). He also refused to favor one candidate over the other in the [2004 U.S. Presidential Election](#) giving \$2,000 to both [John Kerry](#) and [George W. Bush](#).

Trump has recently attacked the official "[Freedom Tower](#)" plan for rebuilding the [World Trade Center](#), claiming the plan to be "a pile of crap", and claims that most [New Yorkers](#) want the [Twin Towers](#) of the World Trade Center rebuilt, with a symbolic 111 stories, one story taller than the original predecessors (the "[Twin Towers II](#)" plan). He claims they would be taller, better, stronger, cheaper and safer than the proposed "[Freedom Tower](#)"; however, there is skepticism that the Twin Towers II proposal will actually replace the Freedom Tower plan and be built. In a recent CNN poll over 63% of voters wanted to see Trump's plan go into action.

[\[edit\]](#)

## Television

In [1990](#), Trump's [Atlantic City casino](#) was used for the game show [Trump Card](#), produced by [Fielder-Berlin](#).

In [2004](#), Trump became the [executive producer](#) and host of the [NBC reality show](#), [The Apprentice](#), in which a group of competitors battled for a high-level [management](#) job in one of Trump's commercial enterprises. The other contestants were "fired", or eliminated, from the game. The winner of the program is "hired" into The Trump Organization with a 1-year "introductory" contract with a salary exceeding \$250,000. At the end of each episode, Trump eliminated one contestant by telling them, "You're fired," which became a somewhat popular [catch phrase](#). For the first year of the show Trump was paid a mere

\$50,000 per episode (roughly \$700,000 for the first season), but following the show's initial success, he is now paid a reported \$3,000,000 per episode (\$48 Million USD if the job interview lasted for 16 weeks), making him one of the highest paid TV personalities.

Trump has also been included in numerous television commercials over the years obtaining him a \$1 million fee for a Pizza Hut commercial in the 1990s, a \$3 million fee for a Dominos Pizza commercial in 2005 as well as a \$5 million fee for his Visa Card commercial the same year.

A [Muppet](#) of Donald Trump also appears in an episode of the 36th season of [Sesame Street](#), alongside [grouch](#) Muppet [Donald Grump](#).

Trump also guest starred on an episode of [The Fresh Prince of Bel-Air](#), when he almost buys their mansion for his nephew. The episode, called "For Sale by Owner", was episode 25 in the show's 4th season.

At the 2005 [Emmy Awards](#), he sang the theme song for the classic TV series [Green Acres](#). He wore a farmer's outfit and held a rake in his hand while singing the song. He won the award for "Best Emmy Idol" for his performance, which he shared with [Will and Grace](#)'s [Megan Mullally](#). He was referred to as "Diva Donald".

On October 24, 2005, Donald starred as himself on [Days of our Lives](#). On the soap opera, Donald went to give a donation to the Horton Foundation.

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## **Trump University**

In 2005, Donald Trump launched Trump University ([\[2\]](#)), a business education company that blends his knowledge and experience with world-class curriculum developed by leading academics and business experts. Trump University was founded on the principle of "learning by doing", and its offerings include online courses, multimedia home study programs, publications, Web seminars, and more. Trump is a firm believer in education, and many of his media ventures, like the *The Apprentice* and the books, have a strong educational element. Trump University grew out of his desire to impart the business knowledge he has accumulated over the years and from his realization that there is a huge demand for practical, convenient education that teaches success.

[\[edit\]](#)

## **Traveling Website**

On January 2006 ,Trump launched GoTrump.com [\[3\]](#), an [Online travel](#) website. In his own words, GoTrump.com is a site is dedicated to "The Art of the Travel Deal". [\[\[4\]\]](#)

[\[edit\]](#)

## **Family**

In [1977](#) Trump married [Ivana Zelničková](#) and together they have three children: Donald, Jr. (born [December 31, 1977](#)), [Ivanka](#) (born [October 30, 1981](#)) and Eric (born [January 11, 1984](#)). They were



divorced in [1992](#). In [1993](#), he married [Marla Maples](#), and together they have one child, Tiffany (born [October 13, 1993](#)). They divorced on [June 8, 1999](#). [Ivanka Trump](#) is featured in a documentary called [Born Rich](#) about the experience of growing up as an heir to not only one of America's prolific business lineages, but to also a respected name in the New York Business World.

On [April 26, 2004](#), he proposed to [Melanija Knavs](#). Trump and Knavs married on [January 22, 2005](#), at Bethesda by the Sea Episcopal Church on the Island of [Palm Beach, Florida](#), followed by a reception at Trump's [Mar-A-Lago](#) estate. On [September 27, 2005](#), the couple announced that Melania is pregnant with Trump's fifth child.

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## Trivia

- Donald Trump's "Trump Plaza" served as the site of [WrestleMania IV](#) in 1988 and [WrestleMania V](#) in 1989.
- In [2004](#), Donald Trump filed a trademark application for the phrase ***You're Fired***, which he had popularized on *The Apprentice*. [\[5\]](#) [\[6\]](#) [\[7\]](#)
- When it was revealed that he and [Regis Philbin](#) would sing "Rudolph the Red-Nosed Reindeer" on Philbin's Christmas album, CNN began rolling it by calling the news article: "*Comet, Cupid, Donald, and Regis?*"
- Guests at Trump's recent wedding to Melanija Knavs include: [Bill Clinton](#) and [Hillary Clinton](#), [Kathie Lee Gifford](#) and [Frank Gifford](#), [Star Jones](#), [Shaquille O'Neal](#), [Barbara Walters](#), [Billy Joel](#), [Tony Bennett](#), [Simon Cowell](#), [Russell Simmons](#) and [Kimora Lee Simmons](#), [Matt Lauer](#), [Rudolph Giuliani](#), [Kelly Ripa](#), [Chris Matthews](#), [Don King](#), [Katie Couric](#), [Regis Philbin](#), [Heidi Klum](#), [Pat O'Brien](#), [Mark Burnett](#), and many others.
- Trump also appeared briefly in [Home Alone 2: Lost in New York](#). Kevin asks him where the main lobby is. Trump says "Down the hall and to the left."
- In January of 2006, Trump filed a \$5 billion [libel](#) suit against biographer Timothy O'Brien and publisher Warner Books for claiming that he was only a millionaire worth \$150 million-\$250 million and not a billionaire.[\[8\]](#)

[\[edit\]](#)

## Books

- *Trump: The Art of the Deal*, ([ISBN 5557099018](#))
- *Trump: The Art of Survival*, ([ISBN 0446362093](#))
- *Trump: The Art of the Comeback*, ([ISBN 0812929640](#))
- *Trump: Surviving at the Top*, ([ISBN 0394575970](#))
- *Trump: How to Get Rich*, ([ISBN 1400063272](#))
- *The Way to the Top: The Best Business Advice I Ever Received*, ([ISBN 1400050162](#))
- *Trump: Think Like a Billionaire : Everything You Need to Know About Success, Real Estate, and Life*, ([ISBN 1400063558](#))

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## Properties



Future site of Trump International Hotel & Tower, Toronto

### Completed Properties:

- Personal Residence: Trump Tower: top 3 floors of Trump Tower with approximately 30,000 square feet (3,000 m<sup>2</sup>) of space; detailed in bronze, gold, and marble. Worth as much as \$50 million, it is one of the most valuable apartments in the city.
- Palm Beach estate: 43,000 square feet (4,000 m<sup>2</sup>) on a large oceanfront lot in Palm Beach. Trump purchased this property for \$40 million at a bankruptcy auction in 2004. Renovations to the property were led by *Apprentice* winner Kendra Todd, and Trump is planning to re-list the property for \$125 million. If it is sold at this price it would be by far the most expensive house ever sold in the United States. (The current record is \$70 million for [Ron Perelman's](#) Palm Beach estate in 2004.)
- Mar-a-Lago, Palm Beach, Florida. Most of this estate has been converted into a private club. This landmark property is valued at \$200,000,000.
- Trump Entertainment Resorts: This company owns the Trump branded casino resorts ( [Trump Taj Mahal](#), Plaza, Marina, Club Privee ). After a long period of financial trouble, the company entered bankruptcy protection in 2004. Trump agreed to invest \$55 million cash in the new company and pay \$16.4 million to the company's debtors. In return he holds a 29.16% stake in the new public company. This stake was worth approximately \$150 million in October 2005.
- The Estates at Trump National: Rancho Palos Verdes, CA
- Trump Grande: Florida
- The Trump Building at [40 Wall Street](#): Trump bought and renovated this building for about \$35 million in 1996. Although Trump claims it is worth \$400 million, New York tax assessors value it at only \$90 million. Mr. Trump has taken out a \$145 million mortgage on this property to use for other investments.
- Trump Palace: 200 East 69th Street, New York, NY
- Trump Parc: 106 Central Park South, New York, NY
- [Trump Park Avenue](#): Park Avenue & 59th Street
- [Trump Tower](#): 725 Fifth Ave, New York, NY 10022 Trump owns the retail and office space on the lower half of this building.
- [Trump World Tower](#): 845 United Nations Plaza, New York, NY
- [Trump Tower at City Center](#): 10 City Place, White Plains, NY 10601
- Trump Plaza: Twin 32-story residential towers located in downtown West Palm Beach, Florida.

### Current and Future Developments:

- [Trump International Hotel and Tower](#), Chicago
- Trump Tower, Tampa: Tampa, FL
- [Trump International Hotel and Tower](#), Las Vegas
- [Trump International Hotel and Tower](#), Toronto: 311 Bay St, Toronto (construction has not started.)
- [Fort Lauderdale Beach Club](#): This 12-story building will offer 95 luxurious condominiums on Sea Breeze Boulevard.
- [Fort Lauderdale Hotel & Tower](#): The Trump International Hotel will be located on North Atlantic Boulevard between Las Olas and Sunrise Boulevards. Designed by [Michael Graves](#), the 24-story building will feature over 250 condominiums, a health club, spa and pool, and fine dining.

- [Trump International Hotel & Residence, Phoenix](#): Situated on Camelback Road in the renowned and luxurious [Biltmore Area](#) of Phoenix.
- [Trump Grande, Sunny Isles Beach, FL](#): Two condominium towers and a resort tower just north of [Miami](#).
- 17 Luxury Towers in [Dubai](#).
- Trump Island Villas: Canouan Island, [Saint Vincent and the Grenadines](#)
- Trump Plaza: Jersey City in Jersey City, NJ. The project includes New Jersey's two tallest residential towers and costs about \$450 million. The 55-story tower will have 445 condos, and the 50-story tower will have 417. <sup>(9)</sup> <sup>(10)</sup>.

**Other prominent involvement:** Many developers pay Donald Trump to market their properties and be the public face of their projects. For this reason, he does not own many of the buildings that display his name. Here are some examples:

- Trump World I, II, and III: [Seoul, Korea](#) Trump received a licensing fee of \$5 million to lend his name to this project.
- [Trump International Hotel and Tower](#): Trump provided his name and expertise to the building's owner (GE) during the building's re-development in 1994 for a fee which totaled \$40 million (\$25 million for project management and \$15 million in incentives deriving from the condo sales).
- [Riverside South / Trump Place](#) When completed, Riverside South will be the largest single private development in New York City's history. It was built by the Trump Organization, although financed by investors from Hong Kong and owned by the Hudson Waterfront Company. During his financial difficulties in the mid 90's, Trump was forced to sell this site, the former west side rail-yards. The new owners continued Mr. Trump's involvement with the property and sought to use his name to seek higher sales prices. Mr. Trump was paid \$2 million annually for his oversight of the project, and he was offered an estimated 30% of the net profits upon completion of this 10 year project. The investors sold off the uncompleted project in 2005 for \$1.8 billion and offered Mr. Trump \$500 million. Mr. Trump contends that the property should have been sold for more than \$3 billion and is currently suing the owners for selling without his consent. He is seeking \$1 billion in damages.

[\[edit\]](#)

## Fictional Representation

+

In [Grand Theft Auto III](#) there is character named Donald Love, who is a real-estate mogul and entrepreneur. His character is an obvious spoof of Donald Trump.

[\[edit\]](#)

## References

- Blair, Gwenda (2000). *The Trumps*. Simon & Schuster. [ISBN 0-684-80849-8](#).

[\[edit\]](#)

## External links



[Wikiquote](#) has a collection of quotations related to:  
[\*\*Donald Trump\*\*](#)



[Wikinews](#) has news related to this article:

*Award show producers try Emmy Idol*

- [The Trump Organization](#)
- [Trump Entertainment Resorts](#)
- [Trump University](#)
- [Yahoo: The Apprentice: Donald Trump biography](#)
- [Donald Trump's blog](#)
- [Donald Trump's political donations](#)
- [Politics1's profile of Trump](#)
- [NBC: Donald Trump biography](#)
- [Trumped! with Donald Trump](#) (daily radio show)
- [Askmen.com: Donald Trump](#)
- [Profile: Who2.com](#)
- [Donald Trump](#) at the [Internet Movie Database](#)
- [Donald Trump Timeline](#)
- [NYTimes - What's He Really Worth?](#)
- [Forbes.com article](#)
- [GoTrump.com - Trump's Traveling Website](#)

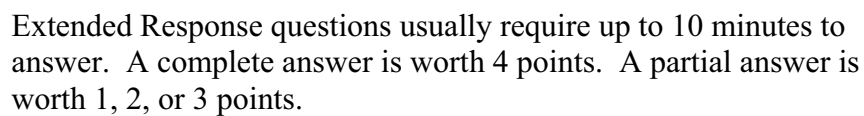
[\[edit\]](#)

## ***Interview***

- [The Real Deal: A Conversation with Trump](#)
- [TRMP Message Board](#) Trump Entertainment Resorts

Retrieved from "[http://en.wikipedia.org/wiki/Donald\\_Trump](http://en.wikipedia.org/wiki/Donald_Trump)"

Categories: [1946 births](#) | [American entrepreneurs](#) | [American television personalities](#) | [Billionaires](#) | [Business leaders](#) | [Casino magnates](#) | [Forbes 400](#) | [Gaming Hall of Fame](#) | [German-Americans](#) | [People from New York City](#) | [Queensites](#) | [Real estate magnates](#) | [Scottish-Americans](#) | [Teetotalers](#) | [The Apprentice](#) | [Worst Supporting Actor Razzie](#)



Give details from the article to support your answer.

[illegible]

**RUBRIC - FCAT Reading/Extended Response**

<b>Score</b>	<b>Description</b>
<b>4</b>	The response indicates that the student has a <b><i>thorough understanding</i></b> of the concept and has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included.
<b>3</b>	The response indicates that the student has an <b><i>understanding</i></b> of the concept and has provided a response that is accurate and fulfills all the requirements of the task, but the required support/details are not complete.
<b>2</b>	The response indicates that the student has a <b><i>partial understanding</i></b> of the concept and has provided a response that includes information that is essentially correct but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
<b>1</b>	The response indicates that the student has <b><i>very limited understanding</i></b> of the concept and the response is incomplete, may exhibit many flaws and may not address all requirements of the task.
<b>0</b>	The response is <b><i>inaccurate</i></b> , confused, and/or irrelevant, or the student has failed to respond to the task.

## WRITING CONNECTION

<b>Title:</b>	Financial Careers that make the World Go 'Round
<b>Performance Tasks:</b>	49.01; 49.02; 49.03; 49.04
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.B 1.4.2
<b>Essential Skills (e, m, and s):</b>	e12
<b>Rigor and Relevance (quadrant):</b>	C – Assimilation
<b>Instructions to Teacher:</b> Have students randomly draw one of the careers from the list to determine which career they will research. Students will prepare a 500 word paper in MLA format. Hand out and review with students Career Report Instructions.	
<b>Instructions to Students:</b> Through research you will collect information to develop a report in the MLA format on your chosen career. Follow career report instructions and teacher guided instructions.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> Check for fact accuracy and use the FL WRITES/Writing Rubric.	
<b>Approximate Length of Time for Activity:</b> 3-5 Hours	
<b>Materials Needed:</b>	
<b>Resources Needed:</b> Computers with Internet access and word processing software	
<b>Activity:</b> Students will select a career, research it, and develop a report in MLA format.	
<b>Attachments:</b> Careers Related to Finance, Financial Career Report Instructions, FL WRITES/Writing Rubric	

## Careers Related to Finance

**In the world of finance, nobody goes it alone, not even The Donald. There are dozens of careers that make the financial world go 'round. Some examples are below:**

- Accountant
- Actuary
- Asset Manager
- Auditor
- Budget Analyst
- Business Operations Specialist
- Commercial Banking
- Corporate Finance
- Finance Manager
- Financial Analyst
- Financial Planner
- Financial Reporting Specialist
- Insurance Systems
- Insurance Technology
- Insurance Underwriter
- Loan Counselor
- Loan Officer
- Real Estate Broker
- Risk Analyst
- Stock Analyst
- Stock Broker
- Stock/Commodities Trader
- Chief Financial Officer
- Portfolio Manager
- Banking Officer
- Venture Capitalist

## Financial Career Report Instructions

Use one or more of the listed Web sites to search for information for a report on a Financial Career.

The following information should be included in the report:

- ✓ Description or Nature of the Work
- ✓ Education/training requirements
- ✓ Job opportunities/Job Outlook
- ✓ Working Conditions
- ✓ Earnings
- ✓ Where jobs might be found (types of places)
- ✓ What are some other related career opportunities
- ✓ Current trends in this career field
- ✓ Advantages/Disadvantages of working in this finance career
- ✓ Description of an average day at work for this position

Here are a few suggested Web sites that will provide some of the information:

- <http://www.acinet.org/acinet> Click “Career Tools,” then “Career Resource Library,” “Occupation Information,” and “Occupation Profiles.” Scroll down, search for career and select.
- <http://www.careers-in-business.com>
- <http://www.careeradvisor.com> (Select Business, Finance, Administration – and continue.)
- <http://www.careercurrents.com>
- <http://www.jobprofiles.org> (Select Business & Communication)
- <http://www.bls.gov> (Select from top right corner – OOH Search/A-Z Index. Then type in your career choice and search.)



**RUBRIC – FL WRITES/Writing**

<b>Score</b>	<b>Description</b>
<b>6</b>	The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.
<b>5</b>	The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.
<b>4</b>	The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.
<b>3</b>	The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.
<b>2</b>	The writing is related to the topic but include extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.
<b>1</b>	The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled.
<b>0</b>	<p>The paper is unscorable because:</p> <ul style="list-style-type: none"> <li>the response is not related to what that prompt requested the student to do.</li> <li>the response is simply a rewording of the prompt.</li> <li>the response is a copy of a published work</li> <li>the student refused to write</li> <li>the response is illegible</li> <li>the response is incomprehensible (words, but no meaning)</li> <li>the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt.</li> <li>the writing folder is blank</li> </ul>

## MATH CONNECTION

<b>Title:</b>	Property Payments
<b>Performance Tasks:</b>	49.03
<b>Sunshine State Standards (LA, MA, and SC):</b>	MA.B 1.4.3; MA.D 1.4.1; MA.E 1.4.1; SC.H 1.4.1
<b>Essential Skills (e, m, and s):</b>	m52; m40; m45; m47; m46; m73; m05; m36; m42; s114
<b>Rigor and Relevance (quadrant):</b>	B – Application
<b>Instructions to Teacher:</b> Distribute copies of the Property Payment handout to each student. Read the problem to the students and check to see that they understand. Allow students time to work out the problems.	
<b>Instructions to Students:</b> Follow teacher instructions.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> Use the answer key to check for correct answers. Occasionally, answers will be incorrect. Use the FCAT Math rubric to determine an appropriate score.	
<b>Approximate Length of Time for Activity:</b> 50 – 60 minutes	
<b>Materials Needed:</b> Pencils/pens, calculators	
<b>Resources Needed:</b>	
<b>Activity:</b> Students will solve math problems related to property payments.	
<b>Attachments:</b> Student prompts, answer key, rubric	

## Property Payments

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

The Acme Company bought a piece of land for \$2.5 million in January 2000. They paid 10% as a down payment and decided to finance the rest with a loan that had an annual interest rate of 8%. Every year, Acme will pay \$20,000 plus the accrued interest in December.

Consider each of the following problems and show your work along with your answer.

1. How much money was financed?

2. How much money was paid in December 2000? December 2001?  
December 2002?

3. How much money was owed in January 2001? January 2002? January 2003?

4. Graph the amount of money owed from 2001 through 2003.

5. Use your graph to estimate how much money was owed in July 2001.

6. How much money was owed in January 2004? How much was owed in January 2006?

--

7. When do you think the Acme Company will pay off the loan? Explain your reasoning.


## Property Payments Answer Key

- 10% of \$2,500,000 is \$250,000 (the down payment). Acme financed \$2,250,000
- Students may use a variety of methods to calculate the figures, it is important that the payment includes the \$20,000 and the 8% APR for the due balance.

Payment Date	Amount Due	Interest	Paid Principle	Total Paid
At closing in Jan. 20	\$2,500,000	\$0	\$250,000 (down payment)	\$250,000 (down payment)
December 2000	\$2,250,000	\$180,000	\$20,000	\$200,000
December 2001	\$2,230,000	\$176,800	\$20,000	\$196,800
December 2002	\$2,210,000	\$95,200	\$20,000	\$115,200
December 2003	\$1,190,000	\$93,600	\$20,000	\$113,600

- Students should remember that the amount paid in interest does not go to the unpaid balance.

Date	Amount Owed (Unpaid Principle)
January 2001	\$2,230,000
January 2002	\$2,210,000
January 2003	\$1,190,000

- This graph does not need to be perfect, but it must reflect the amount owed across the y-axis and the year across the x-axis. The line should be straight- not noticeably curved.
- The approximate amount owed in July 2001 was \$2,220,000, not including interest.
- Some students will express their answers as an equation whereas others may use a chart like in #3. Acme will owe \$1,170,000 in 2004 and \$1,130,000 in 2006.
- Divide \$2,250,000 by its \$20,000 annual payments to get 112.5 years.

## RUBRIC - FCAT Math/Short Response

Score	Description
<b>2</b>	The response indicates that the student demonstrates a <b><i>thorough understanding</i></b> of the mathematics concepts and/or procedures embodied in the task. The student has completed the task correctly, in a mathematically sound manner. When required, student explanations and/or interpretations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
<b>1</b>	The response indicates that the student provides a response that is only <b><i>partially correct</i></b> . For example, the student may provide a correct solution, but may demonstrate some misunderstanding of the underlying mathematical concepts or procedures. Conversely, a student may provide a computationally incorrect solution but could have applied appropriate and mathematically sound procedures, or the student's explanation could indicate an understanding of the task, despite the error.
<b>0</b>	The response indicates that the student provides a <b><i>completely incorrect</i></b> solution or uninterpretable response, or no response at all.

## SCIENCE CONNECTION

<b>Title:</b>	Surviving the Apprentice
<b>Performance Tasks:</b>	49.03; 49.04
<b>Sunshine State Standards (LA, MA, and SC):</b>	SC.F 2.4.3; LA.A 1.4.2
<b>Essential Skills (e, m, and s):</b>	e03; e50; s44
<b>Rigor and Relevance (quadrant):</b>	A – Acquisition
<b>Instructions to Teacher:</b> Teacher will need to secure a taped episode of “The Apprentice.” Before viewing the episode, review natural selection and survival of the fittest. After viewing the episode, students will complete the FCAT Science/Extended Response question.	
<b>Instructions to Students:</b> Follow teacher instructions.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> FCAT Science/Extended Response Rubric	
<b>Approximate Length of Time for Activity:</b> 50-60 minutes	
<b>Materials Needed:</b> Taped episode of “The Apprentice,” pens/pencils	
<b>Resources Needed:</b> TV, VCR	
<b>Activity:</b> Students will answer an FCAT formatted question after viewing a recorded episode of “The Apprentice.”	
<b>Attachments:</b> Survival of the Fittest and Natural Selection handout, FCAT Science/Extended Response Form and Rubric	

## Survival of the Fittest and Natural Selection

**Survival of the fittest** is a phrase which is a shorthand for a concept relating to competition for survival or predominance. Originally applied by Herbert Spencer in his *Principles of Biology* of 1864, Spencer drew parallels to his ideas of economics with Charles Darwin's theories of evolution by what Darwin termed natural selection.

The phrase is a metaphor, not a scientific description; and it is not generally used by biologists, who almost exclusively prefer to use the phrase "natural selection."

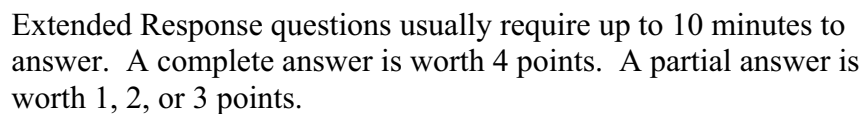
**Natural selection** is the process by which individual organisms with favorable traits are more likely to survive and reproduce than those with unfavorable traits. Natural selection works on the whole individual, but only the heritable component of a trait will be passed on to the offspring, with the result that favorable, heritable traits become more common in the next generation. Given enough time, this passive process can result in adaptations and speciation.

Natural selection is a cornerstone of modern biology. The term was introduced by Charles Darwin in his 1859 book *The Origin of Species*, by analogy with *artificial selection*, by which a farmer selects his breeding stock.

Scientists use several, slightly different definitions of natural selection. This section explains the different uses.

In each generation, only some individuals will produce offspring themselves, and of those that reproduce, some will leave more offspring than others. We can think of this as the "natural" process of selection of individuals to reproduce. Individuals with beneficial traits are more likely to be 'selected' than individuals with other traits. When those traits have a heritable component, they tend to become more common in the next generation.



[illegible]

### RUBRIC - FCAT Science/Extended Response

Score	Description
<b>4</b>	<p>The response indicates that the student demonstrates a <b><i>thorough understanding</i></b> of the scientific concepts and/or procedures embodied in the task. The student has completed the task correctly, used scientifically sound procedures, and provided clear and complete explanations and interpretations.</p> <p>The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.</p>
<b>3</b>	<p>The response indicates that the student demonstrates an <b><i>understanding</i></b> of the scientific concepts and/or procedures embodied in the task. The student's response to the task is essentially correct, but the scientific procedures, explanations, and/or interpretations provided are not thorough.</p> <p>The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying scientific concepts and/or procedures.</p>
<b>2</b>	<p>The response indicates that the student demonstrates only a <b><i>partial understanding</i></b> of the scientific concepts and/or procedures embodied in the task. Although the student may have arrived at an acceptable conclusion or provided an adequate interpretation of the task, the student's work lacks an essential understanding of the underlying scientific concepts and/or procedures.</p> <p>The response may contain errors related to misunderstanding important aspects of the task, misuse of scientific procedures/processes, or faulty interpretations of results.</p>
<b>1</b>	<p>The response indicates that the student demonstrates a <b><i>very limited understanding</i></b> of the scientific concepts and/or the procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student has reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete.</p> <p>The response exhibits many flaws or may be incomplete.</p>
<b>0</b>	<p>The response indicates that the student provides a <b><i>completely incorrect</i></b> solution or uninterpretable response, or no response at all.</p>

## STUDENT ENGAGEMENT CONNECTION

<b>Title:</b>	Extreme Makeover
<b>Performance Tasks:</b>	02.04
<b>Sunshine State Standards (LA, MA, and SC):</b>	LA.C 3.4.1; LA.C 3.4.4; LA.C 3.4.5
<b>Essential Skills (e, m, and s):</b>	e92; e10; e27
<b>Rigor and Relevance (quadrant):</b>	D – Adaptation
<b>Instructions to Teacher:</b> Divide class into groups of 4-5 students. Assign “Apprentice-type” task such as “Designing A New \$100 Bill” (see attachment). Groups will come up with a solution. Presentations should be judged by other teachers/administrators within school. The winning team should be given “rewards” at the teacher’s discretion (candy, extra points, homework pass, etc.)	
<b>Instructions to Students:</b> Work with your team members to create a solution to the assigned task.	
<b>Instructions for Learning Styles Modifications:</b> Proximity, buddy system/peer tutoring, Questions/Answers, individual instruction	
<b>Assessment for Activity:</b> Oral Presentations Rubric	
<b>Approximate Length of Time for Activity:</b> 3-5 hours	
<b>Materials Needed:</b> Legal sized paper; art supplies such as poster board, crayons, rulers, etc.	
<b>Resources Needed:</b>	
<b>Activity:</b> Students will work in groups to create a new design for the \$100 bill and present their designs in a competition before a panel of teachers and administrators.	
<b>Attachments:</b> \$100 Bill Design Worksheet, Oral Presentations Rubric	

## \$100 Bill Design Worksheet

The government has begun circulating the first in a new series of Federal Reserve notes that it hopes will be far more difficult to counterfeit. The Franklin \$100 note shown below indicates some of the changes that have been made.



**ASSUME THAT THE PUBLIC DOES NOT LIKE THE NEW \$100 AND DEMANDS A NEW DESIGN.**

**YOU CREATE A  
NEW FRONT  
DESIGN FOR  
THE FRANKLIN  
\$100 NOTE.**

**YOU MAY USE  
LEGAL SIZE  
(8 ½ x 14")  
FOR YOUR  
\$100 BILL  
DIMENSIONS  
AND MOUNT  
ON POSTER BOARD.**

## Oral Presentations Rubric

**Teacher Name:** \_\_\_\_\_ **Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

CATEGORY	5	4	3	2	1
<b>1. The topic of the presentation meets the requirements of the assignment.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>2. The presentation appears to be well researched.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>3. The presentation is well organized and cohesive.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>4. The presenter is adequately prepared for the presentation.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>5. The presentation indicates an understanding of the topic presented.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>6. The presenter employs a speaking and delivery style appropriate to the presentation topic.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>7. The presenter delivers ideas in a clear and concise fashion, without too much reliance on notes.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>8. The presenter speaks loudly and clearly enough to be heard by the audience.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>9. The presenter maintains eye contact with the audience.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>10. Overall, the work represents the presenter's full potential.</b>	Strong	Moderately Strong	Average	Moderately Weak	Weak
<b>Totals</b>					

**Score:** \_\_\_\_\_

Date created: 2003-07-21

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## CROSSWALKS

## Project One SPS Crosswalks

## Financial Computing

8815150

**Outcome # 02.0 DEMONSTRATE EFFECTIVE CUSTOMER SERVICE SKILLS-THE STUDENT WILL BE ABLE TO:**
**Performance Task# 02.04 Access and maintain client records.**

SSS Strand: Reading			Essential Work Skills	
LA.A 1.4.3	L	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	e09	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
			e30	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			e49	Read for main idea first and then read for detail.
SSS Strand: Writing			Essential Work Skills	
LA.B 1.4.2	H	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	e12	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			e14	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			e27	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
LA.B 2.4.2	L	Organizes information using appropriate systems.	e54	Organize supporting detail in logical and convincing patterns.
			e12	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
SSS Strand: Listening, Viewing and Speaking			Essential Work Skills	
LA.C 3.4.2	L	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	e59	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			e69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
LA.C 3.4.3	L	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	e10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough , delivering information in a well organized fashion, and appealing to the needs of the target audience.
SSS Strand: Number Sense, Concepts and Operations			Essential Work Skills	
MA.A 1.4.1	H	Associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.	m19	Understand the definitions and properties of rational and irrational numbers.

## Marketing Education/Financial Computing

		<b>m60</b>	Understand the concept of the imaginary unit, $i$ , and know how to simplify square roots involving a negative radicand.
		<b>m61</b>	Understand the concepts recurrence relations and how they are applicable to such things as compound interest and annuity.
<b>MA.A 1.4.3</b>	<b>H</b>	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
		<b>m60</b>	Understand the concept of the imaginary unit, $i$ , and know how to simplify square roots involving a negative radicand.
		<b>m65</b>	Know the standard form of a complex number is expressed as $a + bi$ where $a$ and $b$ are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.

### Outcome # 49.0 IDENTIFY CAREERS IN FINANCE--THE STUDENT WILL BE ABLE TO:

**Performance Task# 49.01 Identify employment opportunities, requirements for entry and advancement, and career ladders in a variety of finance related occupations.**

SSS Strand: Reading			Essential Work Skills
<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b> Preview textbooks for informational text to anticipate content.
			<b>e80</b> Understand ways an author uses language and test characteristics to aid comprehension.
<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b> Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b> Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.3</b>	<b>L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b> Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
			<b>e30</b> Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			<b>e49</b> Read for main idea first and then read for detail.
<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b> Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b> Apply the information gathered from technical texts in real-life situations.
			<b>e53</b> Apply personal or objective criteria for evaluating informational, persuasive and literary materials.

## Marketing Education/Financial Computing

			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.4</b>	<b>H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.7</b>	<b>H</b>	Analyzes the validity and reliability of primary source information and use the information appropriately.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.8</b>	<b>H</b>	Synthesizes information from multiple sources to draw conclusions.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

SSS Strand: The Nature of Science			Essential Work Skills	
<b>SC.H 1.4.3</b>	<b>M</b>	Understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.	<b>s114</b>	(Not Ranked) Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures

### Performance Task# 49.02 Explain duties and responsibilities for the identified positions using current sources of information.

SSS Strand: Reading			Essential Work Skills	
<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
			<b>e80</b>	Understand ways an author uses language and test characteristics to aid comprehension.
<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.3</b>	<b>L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
			<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			<b>e49</b>	Read for main idea first and then read for detail.
<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.



## Marketing Education/Financial Computing

			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.4</b>	<b>H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.7</b>	<b>H</b>	Analyzes the validity and reliability of primary source information and use the information appropriately.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.8</b>	<b>H</b>	Synthesizes information from multiple sources to draw conclusions.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

<b>SSS Strand: The Nature of Science</b>			<b>Essential Work Skills</b>	
<b>SC.H 1.4.3</b>	<b>M</b>	Understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.	<b>s114</b>	(Not Ranked) Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures

### Performance Task# 49.03 Identify skills and knowledge needed by finance professionals.

<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
			<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.3</b>	<b>L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
			<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			<b>e49</b>	Read for main idea first and then read for detail.

## Marketing Education/Financial Computing

<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
<b>LA.A 2.4.4</b>	<b>H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
			<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
			<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.7</b>	<b>H</b>	Analyzes the validity and reliability of primary source information and use the information appropriately.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.8</b>	<b>H</b>	Synthesizes information from multiple sources to draw conclusions.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

SSS Strand: The Nature of Science			Essential Work Skills	
<b>SC.H 1.4.3</b>	<b>M</b>	Understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.	<b>s114</b>	(Not Ranked) Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures

### Performance Task# 49.04 Identify advantages and disadvantages of working in the finance industry.

SSS Strand: Reading			Essential Work Skills	
<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
			<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.3</b>	<b>L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.

## Marketing Education/Financial Computing

			<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			<b>e49</b>	Read for main idea first and then read for detail.
<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.4</b>	<b>H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.7</b>	<b>H</b>	Analyzes the validity and reliability of primary source information and use the information appropriately.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.8</b>	<b>H</b>	Synthesizes information from multiple sources to draw conclusions.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

SSS Strand: The Nature of Science			Essential Work Skills	
<b>SC.H 1.4.3</b>	<b>M</b>	Understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.	<b>s114</b>	(Not Ranked) Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures

**Total Number of Student Performance Standards being addressed in this project**

**5**

**- End of File -**